CURRICULUM & BLENDED LEARNING POLICY
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City Learning Trust
Inspiring Outstanding Achievement

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	Haywood	Trentham	Mill Hill	Smallthorne

United by our values, we place children and young people first in everything we do

VERSION CONTROL

Version No:	Type of change	Date	Revisions from previous version
0.1	New Document	Sept 2020	New Policy

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1. STATUS

a. Non-statutory.

2. INTRODUCTION

a. This Curriculum, Blended Learning and online communications policy suite has been collated to provide all staff across our Trust with the key documentation required, all in one place.

b. We aim to develop a world class learning culture:

   i. The skills and qualifications of our students will enable them to flourish in whatever vocational or academic setting they can succeed in;

   ii. We will develop in our students the key skills of literacy, numeracy, resilience, resourcefulness, enterprise, technological literacy and adaptability;

   iii. We will take care of our most vulnerable students and the CLT will have an outstanding programme of support for those students who need it;

   iv. We will develop partnerships with great schools locally, nationally and internationally to develop educational practice that connects learners world-wide;

   v. Business leaders will be partners in our journey to world class education and will develop joint educational projects that inspire entrepreneurship and promote employability skills;

   vi. We will develop great leaders and team workers who understand the value of cooperation and play a proactive role in public life.

c. Our strategy has been, and remains to be, focused on ensuring that we provide a curriculum offer to all our young people, which is innovative, flexible, engaging and accessible. Blended learning is essential to this. We are wholeheartedly committed to enabling our students to engage in learning digitally, as well as face to face on site in their individual academies. Accessing learning, beyond the limitations of the school gates empowers people to want to learn, and fosters a love of learning for life.

d. A significant amount of development work has been embedded in order to ensure that our children and young people are innovatively supported to access their curriculum offer through both on site learning and through learning at home. This has, more recently, become even more important, as society and the world have faced the unprecedented situation of the Covid-19 pandemic.

e. However, our intent has not been changed by this, it has been validated. We are dedicated to empowering learning, fostering passion for and engagement with learning. A digital curriculum and learning offer, alongside our academy curriculum and learning offer, demonstrates our dedication and commitment to ensuing a world class education for all.

f. Within this suite of documents, staff can access:

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3. CURRICULUM AND BLENDED LEARNING POLICY

a. City Learning Trust is a Multi Academy Trust serving 3-19 education through our family of academies. Sharing resources and expertise and united by our values, we place children first in everything we do.

b. Our vision is to be one of the United Kingdom's leading multi academy Trusts, providing the best opportunities for children and young people to develop their knowledge, skills and character so that they get the best start in life.

c. The ethos of the Trust is total commitment to excellence through exceptional leadership, culture, teaching and learning. Our mission is to create a world class education for the communities that we serve.

3.1 Our Values

a. **Ambition:** Our academies aim to unlock the potential for all learners to achieve their dreams, hopes and aspirations.

b. **Cooperation:** We value working together in teams, supporting each other, and sharing expertise and accountability to improve standards.

c. **Commitment:** Our academies are a family of schools with a common bond, dedicated to the communities that they serve.

d. **Creativity:** We encourage innovation and the use of imagination and original ideas in all our schools.

e. **Leadership:** We believe in listening to, inspiring and empowering our learning communities so that they can achieve their true potential.

f. **Respect:** We value all people and organisations abilities', qualities and achievements, and operate using the principles of equality, equity and solidarity.

4. CURRICULUM INTENT

4.1 Barriers to Learning

a. Stoke-on-Trent is one of the most deprived local authority areas in England. There are high levels of child poverty, fuel poverty, poor housing conditions, low levels of educational attainment and poor health outcomes for its population, with almost one-third of the population in the city living in areas classified amongst the 10% most deprived in England (2010 data).

b. In the 2018 Social mobility index, which compares the chances across the country that a child from a disadvantaged background will do well at school and get a good job, Stoke on Trent's ranking is 263 out of 324 districts. The social mobility index by constituency (October 2018) shows constituencies as follows: North is 388/533, Central is 424/533 and South is 262/533. Both Mill Hill primary and Smallthorne primary are in the bottom 40% by early years' life stage. This is also the case for Haywood Academy. Trentham Academy is in the middle quintile.

c. The Living Standards Outlook 2019 report, as published by Resolution Foundation, concluded that:

d. "Our projections suggest child poverty will rise to record levels within the next five years, and will be 6 percentage points higher in 2023-24 than in 2016-17: equivalent to an extra 1 million children in poverty. Of course, economic projections will not be perfectly accurate (and this one will hopefully be proved wrong), but the direction of travel on poverty is all too clear."

e. The report also found that:

"Among some household groups – children with single parents, families with three or more children, households where no-one is in work, and private or social renters – more than half of children are projected to be in poverty by 2023-24. Poverty rates are also projected to rise for other groups. The child poverty rate for working households averaged 20 per cent between 1996-97 and 2013-14 but is projected to increase to 29 per cent by 2023-24. And the poverty rate for children living with two parents may have already hit a record high of over one in four in 2017-18 or 2018-19. The proportion of parents living in poverty is also forecast to reach a record high.

f. A Corlett: The Living Standards Outlook 2019, Resolution Foundation, February 2019

4.1.1 Typical barriers that our children and young people face

a. Increasing percentage of vulnerable children displaying social, emotional and behavioural needs, in very many cases linked to complex family circumstances and difficulties.

b. In addition, economic deprivation has seen an increase in the number of families needing additional help to access support services such as local food banks.

c. Social mobility has seen a growing number of in year transfers. There has been a key increase in intake of pupils to our city schools with little or no English, and/or with key social and emotional needs, resulting in barriers to learning, particularly in reading, writing and classroom behaviours which then impeded successful access to learning.

d. For Early Years pupils, nursery and Reception, communication and language skills are, more frequently, a barrier to learning, along with low baseline skills across Early Learning goals.

e. At both key stage 2 and key stage 4 in our city, disadvantaged children fare badly – both in comparison to their better off peers and against national averages for disadvantaged children.

f. When it comes to higher education, the likelihood of a young person from Stoke-on-Trent progressing to HE is significantly lower than the national average.

g. Department for Education research suggests that, by the age of seven, the gap in the vocabulary known by children in the top and bottom quartiles is something like 4,000 words, with children in the top quartile knowing around 7,000 words.

h. The Educational Endowment Foundation's toolkit lists "Early Years Interventions" as being among the most impactful strategies for raising the attainment of disadvantaged pupils. The academic achievement gap between rich and poor is detectable from as early as 22 months and the gap continues to widen as children travel through the education system.

i. On average, 40 per cent of the overall gap between disadvantaged 16-year-olds and their peers has already emerged by the age of five. These gaps are particularly pronounced in early language and literacy. By the age of three, more disadvantaged children are – on average – already almost 18 months behind their more affluent peers in their early language development. Around two-fifths of disadvantaged five-year-olds are not meeting the expected literacy standard for their age. Research emerging, related to the impact on learning due to the Covid 19 pandemic, indicates that gaps have widened still further.

j. Wilkinson R and Pickett K: 2019 (The Inner Level - Penguin). Wilkinson and Pickett cite extensive statistical evidence that unequal societies are responsible for less fulfilling personal lives, and in turn harm public health, scupper educational progress, increase crime and lower life expectancy.

We have to acknowledge this research and change these statistics evidenced through research. We have a moral duty to develop and embed a curriculum offer which removes such barriers. Our children and young people have a right to and fully deserve to have doors unlocked and pathways to life-long success enabled.

k. Audit of curriculum provision across 2018/19 enabled us to plan a curriculum strategy that is ambitious and designed to give all pupils, particularly disadvantaged and SEND pupils the cultural capital they need to succeed in life. Ensuring that the curriculum meets the National Curriculum objectives as a minimum and is progressive and sequenced remains central to Trust planning. Our curriculum offer is focused on ensuring that students are enabled to know and remember more and are equipped with the knowledge and skills for future learning and employment. The aim for our curriculum is to lay a firm foundation for young peoples' future endeavours and to inspire them to be the best they can possibly be! Reading, phonics and language/vocabulary are all prioritised in our curriculum provision. Our curriculum is of good quality and pupils read widely and often. They also apply mathematical knowledge, concepts and procedure appropriately for their age.

l. In addition, the world pandemic 2020 identified a clear and pressing need for schools across the world to prioritise on how the very best education systems were enabled to offer blended learning, supporting teachers, young people and their parents and family members to engage with curriculum and learning 'beyond the school gates'.

m. Our 3-19 curriculum review and associated strategy, is designed to enable all young people to reach their full potential by developing a love of learning and a desire to succeed. We provide creative and stimulating learning environments, both in school and via online learning platforms, and an atmosphere of mutual respect. This enables our students to develop interpersonal skills, build resilience and become creative, critical thinkers. Planning approaches from 3-19 ensure that there is clear progression across all years and learning is effectively sequenced to build upon knowledge coherently. This encourages all learners to link their learning and apply their skills in all areas. Our Trust curriculum offer also enables our young people to access curriculum pathways, subjects, teaching expertise and professional partners from Education, Business and Industry who are best placed to enable their successful transition to next stage of education, training and employment.

n. Our Curriculum, Learning and Talent strategy will ensure that all teachers have excellent subject knowledge. This will be realised through City Learning Trust's strategic plan for continuing professional development, firmly rooted in research, action research and access to the highest quality expertise from both the national and international educational and business communities. Our staff have been key drivers in the curriculum review and redesign for implementation from September 2019. Teachers teach subject matter clearly and check pupils' understanding regularly. Pupils' misconceptions are addressed through clear and timely feedback. Teachers and leaders know the pupils very well and use assessments to check understanding, close knowledge gaps and inform teaching. Our learning environments are focussed on our students and support the intent of our curriculum. The curriculum revision is focused on providing challenge and support for all young people.

5. CURRICULUM PRINCIPLES AND PURPOSE

Our mastery curriculum will be designed to:

- Provide a broad and balanced curriculum that is accessible **to all pupils,** in school and via online learning platforms, so enabling them to learn all important academic content to a level of excellence.
- Enable **all pupils** to develop a high level of literacy and numeracy required for success in adult life.
- Close the word gap for our young people, enabling access to the full curriculum.
- Broaden **all pupils'** horizons through a range of spiritual, moral, social and cultural opportunities.
- Ensure that **all pupils** are able to thrive and develop as healthy individuals.
- Ensure that **all pupils** understand how to stay safe.
- Develop a strength of character, and resilience that will help **all pupils** to overcome the challenges they are likely to encounter in adult life.
- Enhance cultural capital, giving **all pupils** the confidence in their place in this world.
- Provide opportunities to engage our children and young people in social action projects and programmes that contribute to local community needs, and also support commitment to national and international social action initiatives and priorities.
- Provide a wider range of opportunities and experiences to allow **all pupils** to succeed in the next stage in their education, training or employment, accessing appropriate pathways and partners to enable this.
- Raise aspirations of **all pupils**, fostering belief in what is possible and prompt a sense of personal pride in achievement.
- Be challenging, empowering, engaging, ensuring knowledge acquisition and growth of transferable skills for **all pupils**.
- Be flexible, creating awe and wonder which inspires and enables **all pupils**.

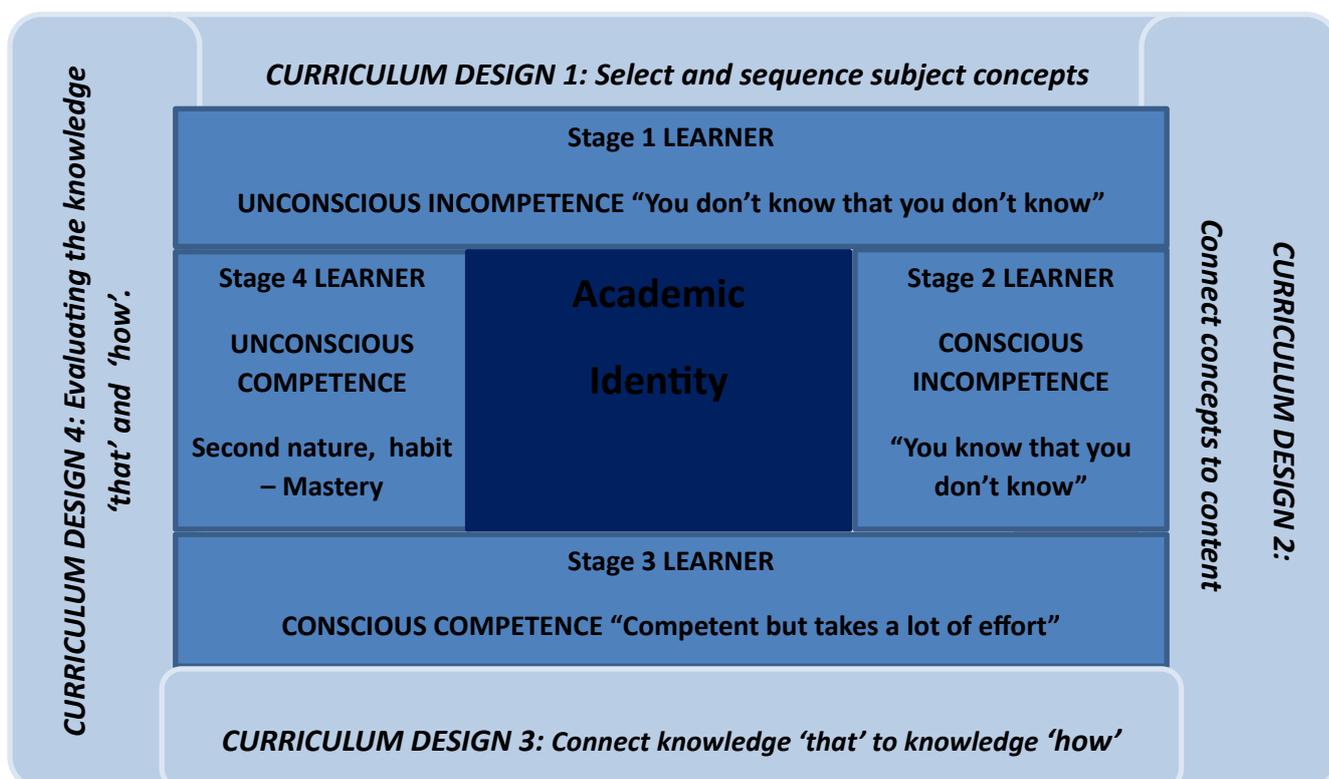**Our curriculum will enable our young people to...**

- Confidently and accurately use and apply key skills in core aspects of reading, vocabulary, spoken and written language to access learning and the world around them.
- Attain excellent levels of academic knowledge across a broad and balanced range of subjects.
- Be rounded, innovative and curious.
- Be flexible, creative and resilient.
- Love to learn.
- Develop and value a clear sense of social responsibility.
- Be brave, creative and critical thinkers.
- Develop metacognitive skills, unlocking their abilities in knowing what they have learnt and how they have learnt it, accelerating their capacity for learning.
- Embrace challenge and cope with change.
- Question and reflect.
- Leap forward to success, overcoming barriers and obstacles, perceived and/or real.

6. CURRICULUM IMPLEMENTATION

6.1 Curriculum Mastery

a. Our 'Culture: Curriculum, Learning and Talent' strategy projects us forward into our 5-year development plan. Our academies are fully staffed and our 'master teacher' support approach is now in place through the recruitment of our specialist director team, who work directly with staff across all our academies to embed a whole Trust commitment to academic research and its implementation into action research to develop highly effective culture and practice in a continuous manner.

b. At City Learning Trust, we are fully committed to developing and embedding a 'mastery approach' to teaching and learning across all our academies and over all our learning platforms. In order to achieve this, there is a clear recognition of the need for an audit of our current curriculum and focused curriculum planning, our vehicles for delivery, on site and remotely, all underpinned by developing whole staff understanding of what curriculum mastery is and how to develop and embed this highly effectively into classroom culture and remote learning practice.

6.2 Curriculum Mastery Stages at City Learning Trust

CURRICULUM DESIGN 1: Select and sequence subject concepts

CURRICULUM DESIGN 4: Evaluating the knowledge 'that' and 'how'.

CURRICULUM DESIGN 2: Connect concepts to content

Stage 1 LEARNER

UNCONSCIOUS INCOMPETENCE "You don't know that you don't know"

Stage 4 LEARNER

UNCONSCIOUS COMPETENCE

Second nature, habit – Mastery

Academic Identity

Stage 2 LEARNER

CONSCIOUS INCOMPETENCE

"You know that you don't know"

Stage 3 LEARNER

CONSCIOUS COMPETENCE "Competent but takes a lot of effort"

CURRICULUM DESIGN 3: Connect knowledge 'that' to knowledge 'how'

a. We believe that learning is the process by which our young people gradually acquire, assimilate and master knowledge, concepts, skills, and attitudes to enable them to make greater sense of the world. We expect all of our staff to deliver high quality, stimulating and dynamic lessons, firmly rooted in an innovative and strong, well-constructed curriculum, so that all young people are supported and challenged to make good progress and master their learning. Planning and pedagogy enables learners to make progress in 'knowing more', 'remembering more' and 'knowing that...' and 'knowing how...'

b. Evidence of impact of our curriculum is underpinned by the 'Trium Perfectum' in which there are three core principles:

    i. Relentlessly high expectations.

    ii. Flexible and varied teaching strategies

    iii. Precise, regular and effective Feedback.

6.2.1 Our teachers and education support staff will

a. Reinforce an expectation that all pupils are capable of achieving high standards

b. Ensure that the large majority of pupils progress through the curriculum content at the same pace. Differentiation will be achieved by emphasising deep knowledge and through individual support and intervention.

c. Underpin teaching by methodical curriculum design, supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge.

d. Ensure opportunities for practice and consolidation.

e. Carefully design variation of pedagogy to build engagement with, fluency and understanding of underlying concepts in tandem.

f. Use precise questioning in class to test conceptual and procedural knowledge and assess pupils regularly to identify those requiring intervention so that all pupils keep up.

6.2.2 Curriculum Planning and organisation

a. Consideration must be given to reviewing the curriculum in stages as in the model above:

    i. CURRICULUM DESIGN 1: Select and sequence subject concepts

    ii. CURRICULUM DESIGN 2: Connect concepts to content

    iii. CURRICULUM DESIGN 3: Connect knowledge 'that' to knowledge 'how'

    iv. CURRICULUM DESIGN 4: Evaluating the knowledge 'that' and the knowledge 'how'.

b. Curriculum content will then be split into units, based on a logical progression through the learning goals. Units should be arranged so that **fundamental knowledge and skill ('knowing that... and knowing how...')** are covered before more complex application is demanded.

c. Consideration will also be given to the amount of time required for a learning unit. In a mastery curriculum, units are as long or short as they need to be. E.g. There is no expectation that each unit will be termly or half termly in length.

6.2.3 Key questions Senior and Middle Leaders will consider

a. Is curriculum content arranged in a way which enables our academies to deliver on our curriculum principles, on site and remotely?

b. Is there a model of curriculum progression for every subject and pathway and is it mapped to ensure sufficient progress across the subject over time?

c. What we are covering and why?

d. How we are covering it and why?

e. In how much depth are we covering it in order to achieve both breadth and balance?

f. How is it planned to maximise opportunities for our pupils to apply their learning across contexts, extending opportunities for pupils to practice, apply and demonstrate mastery?

g. How do we need to/intend to enrich our curriculum with educational visits, extra-curricular activities and specific entitlements age to stage, to build upon the experiences and cultural capital of our young people?

h. How and when should we be reviewing the curriculum?

i. How will we monitor the effectiveness of the curriculum?

Our Curriculum planning can be accessed via each academy website.

6.2.4 Cultural Capital

"It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement." (Ofsted 2019)

Daniel Rigney (2010), reflects that disadvantaged pupils get more and more disadvantaged over time because they do not possess the foundational knowledge they need in order to access and understand the school curriculum. He articulates that it is not that these children are less able, but that they don't have the same amount of knowledge about the world as their more fortunate peers with which to make sense of new information and experiences.

Our curriculum will ensure that our pupils have equal access to both a knowledge and skills-rich diet **and** cultural experiences in addition to, not in place of, the school curriculum.

6.4.5 Social Responsibility

a. We are committed to ensuring design of a curriculum that enables our children and young people to develop a knowledge and understanding of the Sustainable Development Goals, (SDGs) in theory and in practical application within local and wider community contexts. Opportunities are planned to engage our children and young people in social action projects and programmes that contribute to local community needs, and also support commitment to national and international social action initiatives and priorities. Children and young people are supported to develop skills through working closely with our stakeholders and partners to ensure realistic, sustainable meeting of local needs, whilst also making an active contribution to the Global goals priorities.

6.4.6 Resources

a. City Learning Trust is committed to investing in high quality resources we need to bring our curriculum to life and enhance its coherence. This includes investment as follows:

b. Human resources: Ensuring high quality skills, expertise and well-being of all staff across our academies through:

  i. The engagement of high quality subject expert leaders and teachers.

  ii. Effective deployment of staff and leaders across academy sites, to support curriculum led financial planning.

  iii. Investment in high quality CPD – our Trust 'talent strategy,' dedicated CPD time, expert facilitators, access to national and international best practice, action research and academic research.

  iv. Highly effective communications.

  v. High quality HR support.

c. Working environments and resources: Ensuring high quality learning and working environments and access to effective resources to deliver high quality education and support through:

  i. Capital investment programmes on and across academy sites.

  ii. Focused and astute investment in teaching and learning resources and equipment to maximise excellent curriculum delivery.

  iii. Investment in innovative technologies to support curriculum delivery and high quality teaching and learning, digitally and remotely.

  iv. Partnership with business, industry and the wider community to extend learning opportunities for our pupils and staff.

  v. Curriculum learning opportunities off site, 'in-situ' across different venues which enhance curriculum delivery and real context learning.

6.4.7 Assessment

a. Success with a mastery curriculum depends upon the effectiveness of the core Competencies within our 'Trium Perfectum' principles:

   i. Relentlessly high expectations.
   ii. Flexible and varied teaching strategies
   iii.Precise, regular and effective Feedback.

b. In order for learning to be successful and for feedback to be meaningful, it is essential that our staff focus relentlessly on the six core competencies:

   i.   Studying the needs of each group that they are responsible for
   ii. Planning for the needs of pupils in their groups and considering carefully bespoke timely intervention required for success
   iii. Delivering consistently good quality sessions in an environment where pupils are engaged, encouraged and confident to participate
   iv. Evaluating regularly how lesson delivery meets the needs of pupils and reflecting on practice
   v.   Learning more about what the teaching group need and amending teaching delivery to suit
   vi. Using a variety of feedback strategies to feedback to children (and stakeholders as necessary) on how to improve further

c. Regarding formative assessments, we fundamentally believe that:

   i.   Formative assessment is critical to teachers establishing knowledge of what the learners know **and what they don't know,** thus informing planning and intervention effectively and carefully.

d. Formative assessments can be used:

   i.   To test **aspects** of the content of the unit being taught.
   ii. To test **all** the content of the unit being taught.
   iii. **Synoptically**, to test knowledge and understanding of content from other areas taught, alongside the most recent specific unit content taught.
   iv. Feedback should be given as close as possible to the assessment (either within the lesson or by the next lesson);

e. Trust Directors of Subjects, along with Academy Subject Leaders will determine the most appropriate forms of assessment for their subject within these criteria.

7.   CURRICULUM IMPACT

7.1   Attainment

a. We are fully committed to enabling our learners across all ages and stages make excellent progress and develop depth of learning in their skills and knowledge across the curriculum. Through our commitment to embedding our revised curriculum, we are ensuring that our learners are not only ready for the next stage of education with the skills and knowledge that they need, but that they also access world class outcomes and experiences.

b. Pathways through education will result in our pupils achieving aspirations which enable them to successfully access the next stage of their education or employment journeys.

7.2   Culture and Attitudes

a. It is critical that the culture of our academy classrooms is one in which all our pupils believe that success is possible and they are capable of and committed to becoming mastery learners, confident in the knowledge and skills they have 'grown' and able to unconsciously, appropriately and accurately apply that knowledge and those skills they have successfully developed and acquired.

b. Our Academies promote a positive culture which enables pupils to excel and be proud of all they have achieved. We ensure that developing a 'Growth Mindset' provides a highly inclusive environment where all learners enjoy their education and make good progress.

c. Pupils at all levels are helped to achieve through highly effective mastery planning and pedagogy (see model above), targeted teaching strategies, grouping and interventions and highly effective feedback. Through challenge and support to embed and deepen skills, consideration of learning styles and planned unique learning experiences all pupils are able to achieve their full potential.

d. We actively encourage our pupils to contribute to their learning journey and we ask them to reflect on their experiences through regular pupil voice surveys and via their academy councils and the Trust Strategic steering group. In order to foster and promote this culture, our academies staff will ensure that:

   i. All pupils are supported in developing and understanding of mastery and a belief that they are capable of attaining mastery.

   ii. All parents and carers will be provided with information to enable them to develop and understand mastery, so that they can support their child with learning at home and with developing belief in their ability to become a 'mastery learner'.

   iii. Academy displays will include a focus on mastery learning and growth mindset.

   iv. Academy councils and strategic steering group focus on the impact of the curriculum from the perspective of our young people.

   v. Academies actively seek and take opportunities to collaborate with professional and community partners to enhance the curriculum offer appropriately for our pupils.

e. This will ensure that:

   i. Attendance and exclusions rates across our academies will be in line with or better than national.

   ii. Enjoyment and engagement with our curriculum promotes achievement, confidence and high standards of behaviour from pupils at all ages and stages of their educational journey.

   iii. All pupils feel safe to try new things and develop in both their physical and mental wellbeing.

   iv. All pupils love the challenge of learning, are resilient to failure and seek out new information to deepen understanding and skills.

   v. High quality visits, themed days and visitors into the academy enhance the curriculum and provide opportunities for real context learning which deepens knowledge and extends cultural capital.

   vi. All pupils are equipped with a skill set that they are able to apply to all areas of the curriculum and can see how they can make links across subject areas.

   vii. Our pupils develop into well rounded individuals who are achieving their full potential and are proud of all they can do and have achieved.

f. Aligned to this Trust policy, individual academies will develop a 'Curriculum Intent' statement, which overviews academy specific information regarding their curriculum offer.

g. Academy and Trust leaders will undertake an annual review of the curriculum offer, how it relates and inter-relates between academies and education phases and how it continues to connect with national and international research and evidence bases.

APPENDIX A

INFORMATION TECHNOLOGY POLICY

1. INTRODUCTION

a. City Learning Trust (CLT) provides email and internet resources to support the work of the various operating divisions by assisting in the interchange of information, providing access to resources and facilitating collaboration through electronic communications and networking. This paper sets out the Trust's policy with regard to the use of all internet related applications including, but not exclusively email, www browsing and file transfers.

2. GENERAL PRINCIPLES

a. Email and internet access is provided for use in connection with CLT's business, incidental and occasional personal use is permitted provided it complies with the terms of the policy and does not interfere with the employees duties. Email and internet systems are not necessarily a secure means of transferring information. All emails belonging to the Trust can be accessed at any time by a director or other authorised person.

3. INTERNET ACCESS

a. The Trust provides a secure gateway that must be used for all internet access. This interface consists of a number of levels of security including a firewall, an internet proxy server and computer virus protection. This configuration ensures the security of the internal network whilst optimising the performance of all www and ftp traffic. All authorised users will be given an email address that enable the sending and receiving of external email.

b. All internet activity is logged in detail and all incoming and outgoing email is copied and stored prior to delivery in or out.

c. The internet provides the Trust with the means to send information to, receive information from and access resources outside the company's network. As with all internal email messages, internet messages can be forwarded without the knowledge or consent of the original author.   Users, therefore must exert caution in the transmission of messages outside the Trust and must comply with any appropriate legislative requirements.

4. PRIVACY & CONFIDENTIALITY

a. The Trust will make reasonable efforts to maintain the integrity and effective operation of the internet gateway and electronic mail systems, but users are advised that those systems should in no way be regarded as a secure medium for the communication of sensitive or confidential information. Because of the nature and technology of electronic communication, the Trust can assure neither the privacy of an individual user's use of the internet nor the confidentiality of particular documents that may be created, transmitted, received or stored thereby.

b. Whilst users will have a confidential password, they should be aware that this does not suggest that the system is for personal use. Passwords should be periodically changed to preserve the security of the system and users should not reveal their password to any other person.

5. PERMISSIBLE INTERNET RESOURCE & EMAIL USEAGE

5.1   Authorised Users

a. All persons employed by the Trust have internal email and internet access.

5.2   Purpose of Use

a. The use of the Trust's email and internet resources are supplied for business purposes. Incidental and occasional personal use of the internet may occur when such does not generate a direct cost to the Trust subject to the following provisos:
   i. Any such use is subject to the provisions of this policy
   ii. File attachments to such messages are strictly prohibited without prior agreement
   iii. Personal use of the email/internet resources is a privilege, not a right and as such its use must be limited to before and after employees' regularly scheduled working hours

6. PROHIBITED USE OF EMAIL/INTERNET RESOURCES

6.1   Prohibited Purposes

a. Personal use within working hours must be limited and personal use that creates a direct cost for the Trust is prohibited.

b. Use at any time for personal monetary gain or for commercial purposes that are not directly related to the Trust is prohibited.

6.2   Other Prohibited Uses

a. Other prohibited uses of email/internet resources include but are not limited to:

   i.   Inclusion of the work of others into electronic communications in violation of copyright laws
   ii. Use of internet to harass or intimidate others, or to interfere with the ability of others to conduct CLT business
   iii. Use of the internet for any purpose that is restricted or prohibited by laws or regulations
   iv. 'Spoofing' – constructing an electronic communication in such a way that it appears to be from someone else
   v.   'Snooping' – obtaining access to the files or electronic mail of others for the purpose of satisfying idle curiosity with no substantial purpose
   vi. Attempting to breach security measures on any internal or external system
   vii. Attempting to intercept electronic communications without authorisation
   viii. Use of bulletin or notice boards for personal advertising or any non-business purpose
   ix. Accessing, sending or receiving or storing information or pictures with pornographic or paedophilic content
   i.   Accessing, sending or receiving or storing information or pictures of a sexually or racially discriminating nature
   ii. Accessing, sending or receiving or information of a defamatory or libellous nature about any person or organisation

7. TRUST ACCESS & DISCLOSURE

a. The content of all email messages received or sent by employees of the Trust and stored on any server, or other resource or equipment shall be deemed to be the property of the Trust. To the extent permitted by law, the Trust reserves the right to access and disclose any person's use of the internet or the contents of any user's electronic mail without the consent of the user. The Trust will do so when it believes it has legitimate business need and only after explicit authorisation is gained from a director and HR.

b. All members of staff are advised that the Trust's electronic mail systems should be treated like a filing system i.e. with the expectation that communications sent and received on company business may be made available for review by any director.

c. Many email messages are in the category of temporary or non-vital and should be discarded routinely. Where the message is of great importance and requires retention for future reference it should be copied to secure storage (or printed and filed) and removed from the email system.

8. MONITORING OF COMMUNICATIONS

a. The Trust reserves the right to monitor internet access and email usage as a routine matter to the extent permitted by law. To this end, all in bound and out bound internet activity, including emails and their contents, are logged and regularly reported on. When using internet services, as provided by the Trust, you agree to the monitoring and logging of all internet communications.

8.1   Inspections and Disclosure of Communication

a. To the extent permitted by law, the Trust reserves the right to access and disclose any person's use of the internet or the contents of any user's electronic mail without the consent of the user.

b. In the course of an investigation triggered by indications of misconduct or misuse the contents or subjects of all internet access may be disclosed.

c. The Trust will inspect and disclose the subject of internet access when such action is necessary to respond to legal processes and to fulfil the Trust obligations to third parties.

8.2 Limitations on Disclosure and Use of Information obtained by means of Access or Monitoring

a. The content of electronic mail communications or internet downloads, properly obtained for Trust purposes, and may be disclosed without permission of the user. The Trust will attempt to refrain from disclosure of particular communications if the disclosure appears likely to cause personal embarrassment, unless such disclosure is required to serve a business purpose or satisfy a legal obligation.

8.3 Special Procedures to Approve Access to, Disclosure of, or use of Electronic Mail Communications

a. Individuals requiring access to the electronic mail communications of others, to use the information gained from such access and who do not have the consent of the user must obtain approval by a director and HR.

8.4 Cessation of Employment or Transfer

a. Employees whose employment ceases for any reason or who are laid off have no right to the contents of their email messages and no right to access the email system.

8.5 Potential Risks to the System and Business

a. All users of the internet gateway should be aware of, and take steps to avoid the following potential risks to the Trust's systems or business:

i. The possibility of inadvertently constituting a binding contract through completion of an online agreement form or exchange of email messages.

ii. Electronic messages submitted to third parties should be treated in the same way as any other written or email communication, and be subject to the same controls and authorisations

iii. The introduction of a virus onto the CLT network – files must not be downloaded or copied from any internet site without approval.

b. City Learning Trust considers any violation of this policy as a serious offence which will be dealt with under the Trust's disciplinary policy.

9. REMOTE LEARNING & ONLINE COMMUNICATION

9.1 Acceptable Use Statement

a. This statement has been created to support remote learning and online communication practices, which are essential to the Educational offer and Home/School Partnerships in light of new ways of working in and across our Trust academies as a result of the Covid 19 pandemic.

b. The statement is an appendix to the City learning Trust policies below:

i. Curriculum Policy
ii. GDPR Policy

c. The remote learning and online communication statement specifically addresses safer practice when running formal remote learning, including live streaming, but could also apply to other online communication, such as remote parent meetings or pastoral activities.

d. City Learning Trust staff will use existing systems and/or education focused platforms which are approved following a thorough evaluation of remote learning tools with approval from leadership staff. Staff will only use approved accounts and services to communicate with learners and/or parents/carers.

9.2 Information and Guidance Regarding Remote Learning During Covid-19

a. DfE 'Safeguarding and remote education during coronavirus (COVID-19)'

b. The Education People:' Safer remote learning during Covid-19: Information for School Leaders and DSLs'

c. NSPCC: Undertaking remote teaching safely

d. Safer Recruitment Consortium: 'Guidance for safer working practice for those working with children and young people in education settings Addendum' April 2020

a. Additional information and guides on specific platforms can be found at:

a. Google for Education: fhttps://edu.google.com/intl/en_uk/latest-news/covid-19-support-resources/?modal_active=none

b. Microsoft for Education: https://www.microsoft.com/en-gb/education/remote-learning

9.3 Leadership Oversight and Approval

a. Remote learning will only take place using systems which have been assessed by the ICT Network Director.

b. The Executive Leadership Group (ELG) will approve systems decisions.

c. Staff will only use managed or specific, approved professional accounts with learners, parents and carers.

    i. Use of any personal accounts to communicate with learners and/or parents/carers is not permitted.

    ii. Any pre-existing relationships or situations which mean this cannot be complied with, must be advised to **Matt Watson** and will then be discussed with Marie **Faichney – HR Director** and Designated Safeguarding Lead (DSL).

    iii. Staff will use work provided equipment where possible e.g. a school/setting laptop, tablet or other mobile device. If this is not provided, leaders should ensure clear expectations are in place in relation to safeguarding and data security when using personal devices e.g. using strong passwords, suitable levels of encryption, logging off or locking devices when not in use etc**. (**Please see the Using your own device - UYOD policy)

d. Online contact with learners and/or parents/carers will not take place outside of the operating times as defined by SLT:

    ● **8.30am – 6.30pm.**

e. All remote lessons will be formally timetabled; a member of the Executive Leadership Group (ELG), Strategic Leadership Group (SLG), the ICT Network Director and/or head of department is able to drop in at any time.

f. Live streamed remote learning sessions will only be held with approval and agreement from the Executive Leadership Group, who will review the Eco-system platform information provided by Academy Headteacher/Principals and reviewed/agreed by the ICT Network Director.

9.4 Data Protection and Security

a. Any personal data used by staff and captured when delivering remote learning will be processed in accordance with our data protection policy (please see our GDPR policy). Guidance can also be accessed via: **data protection: toolkit for schools**

b. All participants will be made aware that remote learning systems records activity and is monitored closely through ICT forensics for safeguarding .

c. Staff will not record lessons or meetings using personal equipment unless agreed and this is risk assessed by the ICT Network Director and approved by the Executive Leadership Group as in line with our Data Protection Policy.

d. Access to systems will be managed in line with current IT security expectations as outlined in City Learning Trust Information Technology Policy, Using your own device and Acceptable use statements (Attached in this suite)

9.5   Session Management

9.5.1 Behaviour Expectations

a. Staff will model safe practice and moderate behaviour online during remote sessions as they would in the classroom.

b. All participants are expected to behave in line with existing Academy Behaviour for learning policies and Academy conduct expectations. This includes:
   i. Appropriate language will be used by all attendees.
   ii. Staff will not take or record images for their own personal use.
   iii. Setting decisions about if other attendees can or cannot record events for their own use, and if so, any expectations or restrictions about onward sharing.

c. Staff will remind attendees of behaviour expectations and reporting mechanisms at the start of the session.

d. When sharing videos and/or live streaming, participants are required to:
   i. wear appropriate dress.
   ii. ensure backgrounds of videos are neutral (blurred if possible).
   iii. ensure that personal information and/or unsuitable personal items are not visible, either on screen or in video backgrounds.

e. Educational resources will be used or shared in line with our existing teaching and learning policies, taking licensing and copyright into account.

9.6   Policy Breaches & Reporting Concerns

a. Participants are encouraged to report concerns during remote and/or live streamed sessions: Concerns should be reported immediately to a parent/carer, the member of staff running the session, or to a Senior Leader at the Academy.

b. If inappropriate language or behaviour takes place, participants involved will be removed by staff, the session may be terminated, and concerns will be reported by the member of staff running the session to the Headteacher/Principal/Designated Safeguarding Leader.

c. Inappropriate online behaviour will be responded to in line with existing policies such as acceptable use of technology, allegations against staff, E-safety, anti-bullying and behaviour.

d. Sanctions for deliberate misuse may include: restricting/removing use, contacting parents, contacting the police if a criminal offence has been committed.

e. Any safeguarding concerns will be reported to the Academy Designated Safeguarding Lead, in line with our safeguarding and child protection policy.

Please now refer to specific platform protocols below.

I have read and understood the Academy Acceptable Use Policy (AUP) for remote learning, the platform protocols for any/all platforms and Trust/Own devices used for remote learning.

Staff Member Name: …………………………………………………………….

Date………………………….

APPENDIX B: (Personalise by Academy)

Online Platforms Protocols for Staff

Using Online platforms for Live Lessons at **(Academy Name)**	
Protocol	**Rationale**
Creating an Online platform Account	
Set up an Online platform account using your academy email address and a unique password (different from any other password you use)	It is essential your details are unique to protect yourself from Cyber Attack
Protocol	**Rationale**
Setting up the session	
Switch off 'allow remote control' in the main settings	If you were to click remote control by accident during a session, anyone in the session could control your computer using their mouse
Allow chat function to operate between host and participants	So you can speak to individual students and receive answers
Check 'share computer sound' box if video sound is needed on screen share	If you don't do this, the sound is not shared
Close all applications except those you need to share	To avoid sharing confidential information
Set background to the standard Academy background	This means students cannot see your home or family
Only share the meeting details via Trusted Academy home/school systems.	To reduce the chance of it being shared outside the organisation
Starting the session	
Check students names before admitting to the meeting – the chat box will allow an option for you to message anyone in the waiting room with an unidentifiable name	To prevent the wrong people gaining access
Admit students into the session groups when there are 3 or more as a minimum	To avoid being one-on-one with a student. Admitting a minimum of three students ensures that even if one drops out it does not place you in a one-to-one situation.
Mute participants on entry	To avoid accidental sound from the household
Disable annotate tool for participants OR Enable 'show names' on annotations	To prevent inappropriate annotation on the screen
Press 'End for all' at the end of the meeting	To ensure students are not left in the meeting without you present
Control who can speak by using mute/unmute	If everyone speaks at the same time the sound is distorted Prevents hearing noise from student homes

During the Online platform session	
Disable chat between participants	To remove the possibility of unkind comments
Where you allow chat for AFL purposes, monitor the content of the chat and remind students it is recorded	To prevent inappropriate comments
Check students behave appropriately and remove them from the meeting if needed	To prevent escalating inappropriate behaviour (report these incidents to LHA)
If for some reason, you are left one-to-one with a student, either politely remind the remaining student of the Online platform protocols and switch off video and audio to both you and the student until there is another student	To avoid being one-on-one with a student
Or	
Record the session if this is only for a short period using screen recording tools (you must be familiar with these before hand if you are to choose this option)	

APPENDIX C (Personalise by Academy)

Online Platforms Protocols for Students

Dear students,

We are using live sessions over online platforms more and more and so we need to share some of the rules that we have put in place to make sure it is a safe, secure and productive use of yours and your teacher's time. Please take the time to read the following and ask questions if there is any part that you don't understand. It is expected that you will follow these guidelines when accessing live lessons.

1. **<u>Do not under any circumstances</u>** share the online platform invite with anyone not in your class. Only you, your classmates and occasionally other staff members should ever have that invite.

2. Please make sure that your screen name (the name that appears on the screen) is your real name. Any name that is not identifiable as someone in the class will not be admitted to the lesson. The teacher cannot be sure that it isn't a stranger and must safeguard the rest of the class as well as you.

3. In most cases, students will only be admitted into online platform when there is a minimum of three of you. You will have to wait until this is the case. Teachers are under instruction to end online platform sessions when there is only one student remaining.

4. Please leave your screen on so that we can see your face. Firstly, it is brilliant for teachers as we feel that we are teaching you all again and seeing your smiley faces. Secondly, it helps with the learning in the session as we can pick up on normal non-verbal cues about how the lesson is going and allows us to use normal techniques like thumbs or fingers to see how you are finding the session. Finally, for safeguarding, your teacher can only be absolutely certain that it is you in the session, if they can see you. This is important for everyone's safety.

5. Try and find a quiet space, on your own, to take part in the session. Try not to show anything personal in the background but please don't use a virtual background either.

6. We expect behaviour to be brilliant, allowing all students to learn. Anyone not upholding our highest standards will be removed from the session and parents informed.

7. Your electronic devices are really useful to use alongside the lesson for things such as Kahoot and question responses. Please can you make sure though, that you are not being distracted by any devices or using them inappropriately. This will mean that you miss key learning, especially as this time with your teacher is so precious.

8. Finally, so that you can get on easily enough, please can you make sure your online platform app is updated as required and advised by your teacher.

It is incredibly important to everyone that we use this software safely to protect us all. Please act responsibly in following the minimum expectations listed above so that we can work together to help you learn.

APPENDIX D

CLT Working from Home Guidelines

Principal Priorities

a. The intention of these guidelines is to ensure the fair treatment and consistency of approach, which is understood by all staff. It provides a standard framework for reporting, monitoring and managing home working in line with our Trust, Academy and individual need.

b. The arrangements are based on a philosophy of Trust and mutual benefit during these difficult times.

c. It is our aim that working from home should not create additional workload for staff but allow for planning and preparation of a variety of aspects that ensure the continued growth of the Trust and the ability to drive forward change and improvements, so we are able to operate efficiently and effectively once this lockdown period is over.

d. Working from home is not intended to create a situation where staff feel obliged to work excessive hours, but remain in keeping with a 'typical' working day.

e. These guidelines can be applied in principle to all employees, regardless of contract type or duration, other than those employed on a casual basis. It is recognised that because of the nature of some roles, home working would not be practical.

f. Health and safety considerations: Most of the work that staff would undertake at home is paper-based work or work on a computer, and in general such work is not high risk.

g. The employee must refer to the standard on Display Screen Equipment (DSE) regarding the use of computer equipment and how to set up a workstation. Further information about working with computer workstations can be found at HSE publications. It is expected staff will adopt the same principles as used within the Trust with regard to setting up the workstation and taking regular breaks.

h. Although we appreciate that not all equipment used over the next few weeks will be supplied by the Trust; it is not possible for the Trust to provide IT support for equipment owned by members of staff. Usual IT Support will be available should you need further support with your Trust issued equipment. Where possible, this will be in the form of telephone support from IT Services, but if the issue cannot be resolved by telephone, alternative arrangements will need to be made, as home visits are not possible. This is also the case where upgrades, installations of new software or maintenance is required.

i. All staff are required to use their own and supplied equipment correctly and to take reasonable steps to maintain any equipment provided, removing defective equipment from use and reporting defects on supplied equipment to their line manager.

j. Appropriate security measures (passwords etc) must be in place for all information stored on a computer and there must be secure storage for any confidential information; for example, CPOMS must not be left logged in.

k. Employees are responsible for ensuring the security of Trust property and all Trust information, files, documents, data etc. within their possession, including both paper and electronic material.

l. The Trust holds liability insurances that provides cover for the legal liabilities of the Trust and its employees whenever they are engaged in Trust business. This cover applies irrespective of where the activity is taking place.

m. Costs/expenses: No contribution will be made by the Trust towards normal household expenses attached to home working, such as heating, lighting or council tax costs. When an employee is working at or from home, journeys made to the normal base will not be reimbursed.

n. Communication: Good communication is an essential part of any successful home working arrangement. Provision must be made to allow effective communication with work colleagues and external agencies during the working day.

o. As in a normal working day, contact is required during set hours and the employee must ensure that they are contactable at these times (email/telephone). During this lockdown period it is expected that contact can be made between 7.30am and 4pm daily and via Home telephone numbers, Mobile

telephone numbers, email, online video conferencing and other online methods (such as Teams, Online platform, Skype etc).

p. Under no circumstances are arrangements to be made for students, multi-agency workers or representatives to meet with the employee at their home or be given a personal number. All contact with students, multi-agency workers or representatives must be carried out via email or telephone with the proceeding 141 placed before calling these external numbers.

q. Expectations: You will be expected to carry out any duty commensurate with your salary and job role. Clear deadlines will be set by your Line Manager for work to be carried out and each week you will be asked to complete a CLT Working from Home proforma to record the work that has been completed. This will allow your Line Manager and relevant Leadership Team to feedback, evaluate, monitor progress and performance and continue to drive forward improvements across the Trust.

r. Employee responsibilities:

  i. To abide by the requirements of this document.

  ii. To give details of a mobile and/or home telephone number and email address to facilitate communication with the Trust as appropriate (if different from SIMS).

  iii. To deliver the expected work outcomes.

  iv. Understand and consider all the information within these guidelines, in particular their own responsibilities regarding health and safety, data security/ GDPR and confidentiality.

APPENDIX E

Working from Home Update Report

Name	
Department	
Date	
Line Manager's Name	

	Task to be completed	Deadline for completion
Task(s) set by Line Manager/KIT colleague		

Working Log – please complete throughout the week	
Details of tasks performed, including equipment used and time spent on task	**Completed**

APPENDIX F

Using Your Own Device Policy (UYOD)

1. INTRODUCTION

a. The City Learning Trust (Trust) and Member Academies recognise the benefits that can be achieved by allowing staff to use their own electronic devices when working, whether that is at home, on any of our Trust sites or when travelling. Such devices include laptops, smart phones and tablets and the practice is commonly known as 'Using your own device' or UYOD. The Trust is committed to supporting staff in this practice and ensuring that as few technical restrictions as reasonably possible are imposed on accessing Trust and Member Academy services on UYOD.

b. The use of such devices to create and process Trust information and data creates issues that need to be addressed, particularly with regard to information security.

c. The Trust must ensure that it remains in control of the data for which it is responsible, regardless of the ownership of the device used to carry out the processing. We must also protect its intellectual property as well as empowering staff to ensure that they protect their own personal information.

2. INFORMATION SECURITY POLICIES

a. All relevant Trust policies still apply to staff using their own devices. Staff should note, in particular, the Trust Information Security related policies. Several of these are directly relevant to staff adopting UYOD.

    i. Data Protection Policy
    ii. Anti-Virus Policy
    iii. Protection of Information Held on Mobile Devices and Encryption Policy

3. THE RESPONSIBILITIES OF STAFF MEMBERS

a. Individuals who make use of UYOD must take responsibility for their own device and how they use it. They must:

    i. Familiarise themselves with their device and its security features so that they can ensure the safety of Trust information (as well as their own information).
    ii. Invoke the relevant security features.
    iii. Maintain the device themselves ensuring it is regularly patched and upgraded.
    iv. Ensure that the device is not used for any purpose that would not be compliant with the Trust's Policy on the Use of Computing Facilities and Resources.

b. While City Learning Trust IT staff will always endeavour to assist colleagues wherever possible, the Trust cannot take responsibility for supporting devices it does not provide.

c. Staff using own devices must take all reasonable steps to:

    i. Prevent theft and loss of data.
    ii. Keep information confidential where appropriate.
    iii. Maintain the integrity of data and information, including that on CLT sites
    iv. Take responsibility for any software they download onto their device.

d. Staff using own devices must:

    i. Set up passwords, passcodes, passkeys or biometric equivalents. These must be of sufficient length and complexity for the particular type of device.
    ii. Set up remote wipe facilities if available and implement a remote wipe if they lose their device.
    iii. Encrypt documents or devices as necessary (see Protection of Information Held on Mobile Devices and Encryption Policy). **Staff are encouraged to bring their device to IT Support team members for encryption**
    iv. Not hold any information that is sensitive, personal, confidential or of commercial value on personally owned devices.

v. Where it is essential that information belonging to the Trust is held on a personal device it should be deleted as soon as possible once it is no longer required. This includes information contained within emails.

vi. Ensure that relevant information is copied back onto Trust systems and manage any potential data integrity issues with existing information.

vii. Report the loss of any devices containing Trust data (including email) to the Data Protection Officer.

viii. Be aware of any Data Protection issues and ensure personal data is handled appropriately.

ix. Report and security breach immediately to the Data Protection Officer and ensure personal data is handled appropriately.

x. Ensure that no Trust information is left on any personal device indefinitely. Particular care must be taken if a device is disposed of/sold/transferred to a third party.

4. MONITORING AND ACCESS

a. The Trust will not routinely monitor personal devices. However, it does reserve the right to:

i. Prevent access to a particular device from either the wired or wireless networks or both.

ii. Prevent access to a particular system.

iii. Take all necessary and appropriate steps to retrieve information owned by the Trust.

5. DATA PROTECTION & UYOD

a. The Trust and Member Academies must process 'personal data' that is data about identifiable living individuals in accordance with Data Protection Act 1998. Sensitive personal data is information that relates to race/ethnic origin, political opinions, religious beliefs, trade union membership, health (mental or physical) or details of criminal offences. This category of information should be handled with a higher degree of protection at all times.

b. The Trust and Member Academies, in line with the guidance from the Information Commissioner's Office on use of own devices, recognises that there are inherent risks in using personal devices to hold personal data. Therefore, staff must follow the guidance in this document when considering using own devices to process personal data.

c. A breach of the Data Protection Act can lead to the Trust receiving a substantial fine. Any member of staff found to have deliberately breached the Act may be subject to disciplinary measures, having access to the Trust and Member Academies facilities being withdrawn, or even criminal prosecution.